

St Anne's Catholic Primary School

Slater Lane, Leyland, Lancashire PR25 1TL

Inspection dates

31 October–1 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not ensured that the quality of teaching and pupils' outcomes are consistently good.
- Pupils do not make consistently good progress, particularly in writing.
- Teaching does not ensure that pupils have enough opportunities to apply and deepen their writing skills.
- Teaching is, at times, not matched closely enough to pupils' abilities, including those who have special educational needs (SEN) and/or disabilities.
- Disadvantaged pupils make inconsistent progress, particularly in writing. Since the last inspection, the difference between their progress in writing and that of other pupils nationally has increased.
- Leaders and governors' view of the school's effectiveness is not precise enough.
- Leaders' plans for development lack clear milestones and targets with which to firmly monitor the impact of improvements.
- Some subject leaders' skills are still developing. They are not fully effective in promoting improvement in teaching and progress in their subject areas.
- Leaders are improving the breadth of the curriculum. Until recently, in some year groups there was insufficient coverage of subjects such as design technology and history. This has limited pupils' progress in these subjects.

The school has the following strengths

- Leaders and governors have brought about improvements to teaching and progress in mathematics and reading.
- Pupils behave well. They are proud of their school and have positive attitudes to their learning.
- Teaching is effective in early years. As a result, children make good progress.
- The school has a welcoming and nurturing ethos. Pupils say that they feel safe, valued and supported.

Full report

What does the school need to do to improve further?

- Improve leadership and management, by:
 - developing self-evaluation to ensure that leaders have a deeper understanding of the school's effectiveness
 - developing action planning to include more accurate assessment of the impact of actions
 - further developing the roles of subject leaders so that they play a greater part in promoting improvement in their subjects
 - ensuring that the use of funding for disadvantaged pupils and those who have SEN and/or disabilities is effective in improving outcomes, particularly in writing
 - embedding the recent changes to the curriculum to improve outcomes for pupils across a broad range of subjects.
- Improve teaching, learning and assessment, and pupils' outcomes, by:
 - ensuring that pupils have more opportunities to apply and deepen their writing skills
 - ensuring that teaching more consistently meets the needs of pupils of different abilities, including disadvantaged pupils and those who have SEN and/or disabilities.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors' overview of the school's effectiveness is not precise enough. Evaluation lacks a clear enough analysis of the impact of the school's work. As a result, areas for improvement are not identified with precision and actions do not consistently focus on the most pressing areas for development. For example, although plans are in place to improve outcomes for disadvantaged pupils, the school's evaluation does not clearly identify the impact of its work in order to inform future plans. This hampers the pace of improvement.
- Leaders have identified some relevant priorities for improvement, including the quality of teaching and outcomes in writing. However, plans lack clear steps by which success can be measured, and targets with which to firmly monitor the impact of improvements.
- Subject leadership is developing. Most leaders have an overview of teaching and learning in their areas but lack a deep enough knowledge of the quality of teaching and pupils' progress with which to effectively promote improvement in their areas.
- Leadership of teaching has brought about improvement to the teaching of mathematics and reading. Staff training and input from a mathematics consultant have contributed to improvements to pupils' progress and attainment, throughout the school. The school's actions to improve the quality of teaching in writing are at an early stage and have yet to show impact. The quality of teaching is not consistently good, particularly in writing and some foundation subjects.
- Leaders ensure that additional funding for disadvantaged pupils and those who have SEN and/or disabilities is spent on staffing support, such as the employment of learning mentors. Leaders do not have a clear enough view of the impact of these actions on outcomes for pupils.
- Leaders and governors ensure that the school provides a nurturing, welcoming environment for pupils. Relationships are positive. All staff who responded to the Ofsted survey reported that they were proud to be a member of the school.
- The primary physical education and sport funding is used well to fund staff training in promoting physical development and to broaden the range of physical activities available to pupils. Pupils' enjoyment of exercise and their physical skills have been developed through, for example, dance lessons, outdoor activities, and swimming lessons.
- The curriculum provides interesting experiences for pupils. Pupils enjoy a range of extra-curricular clubs such as art, computing, football and hockey.
- Leaders have recently reviewed the curriculum to ensure that there is a broader coverage of subjects. Although current plans indicate that a broad and balanced curriculum is in place, it is too early to see the full impact of this improvement. Prior to the changes, there has been insufficient emphasis on some subjects, such as design technology and history. As a result, pupils' progress in these subjects is not consistently good.

- Parents and carers speak highly of the school. Those who spoke with inspectors, or communicated by text to Ofsted, typically praised the welcoming and friendly nature of the school. Most praised the level of communication with school and were happy with their children's progress.

Governance of the school

- Governors take their roles seriously. They provide challenge and support to leaders. Minutes of their meetings show that they ask pertinent questions about the school's provision.
- Governors are aware of how additional funding for disadvantaged pupils and those who have SEN and/or disabilities is spent. Along with other leaders, they do not have a clear enough understanding of the impact of the use of this funding on outcomes for pupils.
- Governors have a good understanding of their duties and responsibilities to keep pupils safe.
- Governors are committed to the success of the school. They visit the school and meet with leaders to discuss and support provision. They are planning to introduce regular learning walks so that they have first-hand evidence of the quality of the school's provision.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's caring and nurturing ethos ensures that the safety and welfare of pupils is a key priority. Staff attend regular training. They are vigilant and know what to do if they have concerns.
- Leaders work closely with outside agencies and parents to support vulnerable pupils and their families.
- All parents who responded to Parent View, Ofsted's online survey, said that their children felt safe in school. Pupils who spoke with inspectors showed a good understanding of how to keep themselves safe, including online.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching varies across year groups and subjects. Activities are not consistently well matched to pupils' skills and abilities. As a result, pupils do not make consistently strong progress across a range of subjects.
- Teachers are introducing new strategies to develop pupils' writing skills. However, it is too early to see the impact of these measures. Teaching does not consistently ensure that activities are challenging enough or that pupils have enough chance to apply writing skills by, for example, writing at length.
- The teaching of mathematics has improved and more pupils are making good progress. Staff often ask challenging questions to extend pupils' thinking. For example, pupils in

lower key stage 2 were questioned well to consolidate their understanding of times tables. In some year groups, work is sometimes too hard or too easy, and this restricts progress.

- The teaching of phonics is effective and contributes to pupils' improving progress in reading. Many pupils show an enjoyment of reading and a growing understanding of books. For older pupils, books are not consistently accurately matched to pupils' abilities.
- Across the wider curriculum, teaching often engages pupils' interest. For example, Year 4 pupils enjoyed learning about the plague. This included a visit to a local historic hall to look at historical artefacts and find out about how the plague affected their local area. Pupils then presented this information to the rest of the school in an assembly. However, as with other subjects, the teaching of the wider curriculum sometimes does not match pupils' abilities and skills.
- Relationships between staff and pupils are very positive and this contributes to pupils' progress. Pupils grow in self-confidence and enjoy their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' attitudes to school and learning are positive. Those who spoke to inspectors typically described school as 'good' and 'brilliant' and said they 'really liked' it. They showed a pride in their school.
- Pupils learn to take responsibility through their roles as school council members, house captains and eco-warriors. They are proud of these roles and understand how they contribute to the school. Pupils develop an understanding of democracy through election to these roles.
- Pupils show respectful attitudes to staff and each other. They show care and consideration for others. Younger children happily share books together, while older pupils work well together on tasks.
- Pupils show a good understanding of what is meant by bullying, and the different types of bullying. They report that bullying is rare in school. They are confident that staff would deal with any issues that arise.
- Pupils say that they feel safe in school. They know about fire safety, and how to stay safe while using the internet. Year 6 pupils worked confidently to design an online safety message to be published on the school's website.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming to visitors. Their conduct in class and around school is good. They show a good understanding of the school's behaviour policy. Occasionally, there is some off-task behaviour where learning is not fully meeting pupils' needs.

- School records and discussions with pupils show that pupils' behaviour has improved over recent years. Incidents of poor behaviour are rare, and there have been no fixed-term or permanent exclusions in the last two years.
- Pupils enjoy coming to school. Attendance has improved and is currently in line with the national average.

Outcomes for pupils

Requires improvement

- Pupils' outcomes require improvement because current pupils do not make consistently strong progress, particularly in writing. Differences in progress exist between year groups and subjects.
- Published data shows that writing progress and attainment at the end of key stage 2 have declined since the last inspection. Provisional data for 2018 indicates that attainment was well below national average. Although the school has begun to address this issue, current progress is not consistently good.
- Since the last inspection the progress of disadvantaged pupils has improved in reading and mathematics but has declined in writing. The difference between their progress in writing and that of other pupils nationally has increased. Provisional data for 2018 indicates that attainment in reading, writing and mathematics for disadvantaged pupils at the end of key stage 2 was below national averages, particularly in writing.
- Attainment at the expected standard for pupils at the end of key stage 1 has improved since 2016 in reading. Standards in writing and mathematics have varied but have been similar to or above national averages. Provisional data for 2018 indicates that standards were similar to the national average in mathematics and above in writing. However, the progress of current pupils in key stage 1 varies and is not consistently good throughout the key stage.
- The large majority of pupils reach the expected standard in the Year 1 phonics screening check. Although this proportion declined in 2018, inspection evidence indicates that most current pupils are making good progress in phonics.
- Pupils' progress and attainment in mathematics and reading in key stage 2 have improved since 2016. Provisional data for 2018 indicates that pupils' progress in mathematics was above average in key stage 2. Currently, more pupils are making good progress in these subjects, although there is some variation between year groups.
- The progress of pupils who have SEN and/or disabilities varies due to inconsistencies in teaching. These pupils are not routinely making good progress as teaching is, at times, not tailored closely enough to their needs.
- Pupils' progress in subjects other than English and mathematics is variable. Where teaching is not closely matched to pupils' needs progress slows. A previous lack of emphasis on subjects such as design technology and history in some year groups led to some gaps in learning. Pupils are now starting to extend their knowledge, but progress in these subjects is not consistently good.

Early years provision

Good

- Children join early years with skill levels that are below those typical for their age. Due to good teaching they make strong progress. Most leave Reception Year with a good level of development. Their good behaviour and strong personal development help to ensure that they are well prepared for the transfer to Year 1.
- The early years is well led. The early years leader and staff work well to provide an inviting environment for children to learn in. Leaders have a good knowledge of the strengths and weaknesses of provision. They closely monitor children's learning and ensure that support is put in place for children who may be lagging behind.
- Children engage happily in their learning. They show confidence in selecting their own activities and concentrate well. They listened to staff's instructions as they used toy hammers to place plastic nails into pumpkins and then attached elastic bands to make different shapes.
- Children show a keen interest in making marks in their early attempts to write. For example, they used clipboards to make invitations. They showed a growing understanding of initial letter sounds as they sounded out the words they needed.
- Staff question children well to encourage them to think. For example, children making brooms using different material were encouraged to think what they needed to do next and why.
- Staff have a good knowledge of children's skills and capabilities. They keep a close eye on children's progress, and ensure that they adapt their teaching to meet children's needs well. They provide effective support for children who have SEN and/or disabilities and those who are disadvantaged.
- Children show a strong sense of security in their environment. They are familiar with the routines of early years. They show care and consideration as they play together, caring for dolls.
- Positive, warm relationships between staff and children promote children's confidence and self-esteem and contribute to their good progress in learning.
- Staff establish a positive partnership with parents. Parents are invited to contribute to assessments of their children's learning. Parents who spoke to inspectors reported that communication was good and that they felt supported to develop their children's learning at home. This positive partnership contributes to children's good progress.

School details

Unique reference number	119578
Local authority	Lancashire
Inspection number	10045902

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	John Mills
Headteacher	Elizabeth Darnell
Telephone number	01772 422769
Website	www.st-annes-lancs.co.uk
Email address	head@st-annes.lancs.sch.uk
Date of previous inspection	10–11 June 2014

Information about this school

- This is a smaller-than-average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for the pupil premium is above the national average.
- The proportion of pupils who have SEN and/or disabilities is below average. The proportion of pupils who have education, health and care plans is below average.
- The school operates a breakfast and after-school club for its pupils.
- The school's most recent section 48 inspection for schools with a religious character took place in May 2016.

Information about this inspection

- The inspectors observed teaching and learning throughout the school. Two observations were carried out jointly with the headteacher. In addition, inspectors scrutinised pupils' workbooks and listened to pupils read.
- Meetings were held with pupils, the chair of the governing body and five other governors, the headteacher and other senior leaders. The inspectors also held a meeting with a representative from the local authority.
- Inspectors looked at a range of information produced by the school, including information on pupils' progress and attainment, behaviour and attendance, procedures for safeguarding and the school's own evaluation of its work. They considered reports to the governing body, minutes of their meetings and the school's plans for further improvement.
- Inspectors considered the 23 responses to the online questionnaire, Parent View, and the 23 views expressed by parents via text message to Ofsted.
- Inspectors also took account of the 23 responses to Ofsted's staff questionnaire. There were no responses to the online pupil questionnaire to consider.

Inspection team

Elaine White, lead inspector

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